DOCUMENT RESUME

ED 231 202 FL 013 753

TITLE	English Language Teaching Profile: Zambia.
INSTITUTION	British Council, London (England). English Language and Literature Div.
PUB DATE	Apr 79
NOTE	32p.
PUB TYPE	Reports - Descriptive (141) -- Information Analyses (070)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Developing Nations; *Educational Policy; *English (Second Language); Foreign Countries; Instructional Materials; *Language of Instruction; *Language Role; *Official Languages; *Second Language Instruction; Teacher Education
IDENTIFIERS	*Zambia

ABSTRACT

This profile of the English language teaching situation in Zambia examines the role of English in society and in the educational system. The situation of English as the medium of instruction established by law is noted as well as its status as lingua franca along with the seven official Zambian vernaculars. English in the educational system is described for all levels from primary through adult education, as well as English for special purposes. The composition and qualifications of the teaching cadre on the primary and secondary levels are discussed as well as the training given in various teacher education colleges. Also discussed are (1) professional English organizations, (2) teaching materials, with emphasis on locally produced materials (3) the use of English as the medium of instruction in the University of Zambia, (4) British and American support for English teaching, and (5) private educational institutions. Appendices provide lists of prescribed English texts for secondary schools in Zambia, language laboratories, and titles of films with fourth grade English content. (AMH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
BRITISH COUNCIL ENGLISH - TEACHING
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

ED231202

ENGLISH LANGUAGE TEACHING PROFILE

Country: ZAMBIA

April 1979

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

Contents

1. THE ROLE OF ENGLISH
   1. The Situation up to 1978
   2. Official Zambian Vernaculars
   3. Use of English and Zambian Languages
   4. Implications of the Recent Education Reform Proposals
2. ENGLISH WITHIN THE EDUCATION SYSTEM
   1. Time Allocation
   2. English Language and Literature
   3. Public Examinations
   4. Syllabuses and Textbooks
   5. The Inspectorate
   6. English for Specific Purposes
   7. English in Adult Education
3. THE TEACHING CADRE
   1. Primary
   2. Secondary
4. TEACHER TRAINING
   1. Pre-Service Primary Teachers' Colleges
   2. Copperbelt Teachers' Training College Kitwe
   3. Nkrumah Teachers' Training College Kabwe
   4. University of Zambia: Teachers for Senior Secondary Level
   5. The National In-Service Training College, Chalimbana
5. PROFESSIONAL ENGLISH ORGANISATIONS
6. TEACHING MATERIALS
   1. Primary
   2. Secondary
   3. Teacher Training
   4. Audio-Visual Aids
   5. The Mass Media
   6. The Curriculum Development Centre
7. THE UNIVERSITY OF ZAMBIA

FL013 153

1. The Role of English

1.1 The Situation up to 1978

The Education Act of 1966 established English as the medium of instruction throughout the educational system. This decision derives from the impossibility, social and political, of selecting any one of the many Zambian vernaculars as a national language. Figures for first-language use became available during 1971-3 from a National Mass Media Audience Survey conducted by the Institute for African Studies, University of Zambia on behalf of the Zambian Broadcasting Service. The full report was published in 1974.

Language Group	Percentage, Mother-Tongue
Bemba	30.8
Tonga	16.1
Nyanja	16.0
Lozi	9.3
Luvale	5.9
Tumbuka	5.4
Namwanga	4.6
Kaonde	3.4
Lunda	2.9
Nkoya	1.2
Swahili	0.3
Not stated and others	4.1

Figure 1: Main language groups in Zambia

The term 'language group' is used advisedly. The languages listed above are really dialect-bundles, and there is considerable variation within each group. Very little work has been done even on the standardisation of orthography. Inter-intelligibility is fairly high within each group, but low between groups. Two of the languages have some claim to status as a language of exchange: Bemba claimed as a mother tongue by 30.8% of the population, is spoken by 56.2%: Nyanja, mother tongue for 16.0%, is spoken by 42%. Bemba is a lingua franca for the Copperbelt and North: Ci-Nyanja for Lusaka, some areas to the east, and Livingstone (urban).

1.2 Official Zambian Vernaculars

These are: Bemba, Nyanja, Tonga, Lozi, Lunda, Luvale, Kaonde. Geographical areas have been designated within which each is to hold sway, but population mobility often conflicts with this in practice: a Bemba-speaking teacher, for example, may find himself ordained to teach in Tonga to children whose mother tongue is Nyanja. This problem has been accentuated also by the drift to urban areas which took place after Independence in 1964, and still continues. Further, in the case of primary school children, parents often send children to live with kinsfolk or friends in areas where educational opportunities are better than at home.

1.3 Use of English and Zambian Languages

In general, all the seven official languages can be considered, like English, as lingua franca. Mobility of population and multi-lingualism are both on the increase, and the use of Zambian languages in terms of national communication is spreading. At the same time English by virtue

of its use amongst educated Zambians, its dominant position in the school system and in administration, and its position as the international language of science and technology, is undoubtedly gaining strength.

Full discussions of the overall language situation can be found in 'Language in Zambia' (International Africa Institute, 1978) edited by S Ohannessian and M Kashoki, largely based on research in 1970 but with an updating article by Robert Serpell on subsequent developments.

1.4 Implications of the Recent Education Reform Proposals

"Educational Reform" published in 1978 after a long and comprehensive exercise of educational research which began in May 1974, expresses the policy of English-medium instruction. It notes that:

a. A balance has to be struck between mother-tongue and lingua franca learning in a multi-lingual community of the kind found in Zambia. Teachers at the lower levels of the primary school may resort to the mother tongue in order to explain concepts or objectives which might not be fully grasped through English medium.

b. Children need to be introduced to English as early as possible. Using English as a medium of instruction is obviously an aid to learning English as a subject.

c. Greater mobility of people in Zambia now militates against the use of a Zambian language as the medium of instruction in a specific area.

d. Zambian languages are not always able to handle the vocabulary, the concepts, or the precision needed by maths, science and technology, which as the reform document repeatedly stresses "must play a vital role in the new curricula".

e. While the socialising value of mother tongue learning is important, this can be achieved by giving due prominence to Zambian languages as subjects. Here the parents at home, together with the University in research and literature development, have important contributions to make.

The reform proposals go on to state categorically that"....the present policy, whereby English is a medium of instruction from Grade I (of the primary school) should continue", a policy which had come under close scrutiny and attracted considerable opposition during the public debate which preceded the publication of the present proposals.

As far as the role of English and of English teaching in Zambia is concerned the critical messages of the proposals are:

1 English will remain the medium of instruction throughout the school system, primary as well as secondary.

2. The restructuring of the educational system discussed in the proposals will mean changes in syllabuses and examinations. Implementation, however, means money and the government admits that very little can start yet. It seems certain that there will be shifts of emphasis towards:

   a. More focus on practical and applied English at all levels of the educational system.

   b. A more functional and communicative English syllabus at senior secondary level.

   c. More study-skills based syllabuses for vocational and teacher training institutions.

2. English within the Education System

2.1 Time Allocation

2.1.1 Primary

To get a clear picture at this level, it is necessary to compare the existing situation with the one proposed in "Educational Reform". The existing situation is that students enter primary school at Grade I and are expected to remain to the end of the Grade 7 public examination* If they are lucky, they are selected for secondary school and do 3 years (Forms I-III) before taking the Junior Secondary School Leaving Examination (JSSLE). They may then be selected for the final two years of secondary school (Forms IV-V) leading to the Cambridge examination. By then they will have been 7 years at primary level, and 5 at secondary level with severe selection hurdles at primary Grade 7 (approximately 20% pass) and secondary Form III (approximately 50% pass).

Under the new proposals, however, the major ultimate goal is nine years' basic education for all children. This is to be divided by three years of Junior Secondary (Grade 7-9). There would be no terminal point until Grade 9 when ideally a child entering Grade I, as now at 7 years of age, could leave full-time education at 16. Whether this goal is achieved depends naturally enough on the availability of school places and other resources. The Ministry of Education is critically short of money and the reform proposals admit that these 9 years of compulsory basic education may not even be reached by 1984, when the government's present education policies should be completed.

To all intents and purposes it is still possible to speak of the lower and upper primary (Grades 1-4 and 5-7 respectively), and lower and upper secondary. Since 1965 the policy has been for English to be the medium of instruction from the beginning of the primary school onwards for most subjects of the Zambian Primary Course (ZPC). Teaching materials, aids, and assessment exercises are in

*In practice there is considerable wastage during the primary course especially at the end of Grade 4 where over 20% of the pupils do not continue. This is partly because of shortage of places at Grade 5.

English. It is important to point out, however, that since the advent of this English Medium Course in 1971 there has been no evaluation, and very little general feedback as to what the situation really is away from the main urban areas. It is certain that many teachers, especially in rural schools, find it more convenient at primary level (where there is still an age range of 7-18) to use a local language in the classroom. There is thus considerable contrast between official policy and practice, with a dearth of positive information

English is time-tabled to be taught as a subject at primary level as follows:

Grade	Periods	Hours per Week	Hours per Year
1-2	40 Minutes	3	108
3-4	40 Minutes	2	72
5-7	40 Minutes	6	216

Figure 2: English at Primary Level

No basic curricula difference exists between the government schools and aided schools (mostly run by missions) of which there are a number both at primary and secondary level. There are also several independent fee-paying schools at pre-school, primary, and secondary level (e.g. the International School and Nkwazi School in Lusaka; Nsunsa School in Ndola) subject to government inspection but with considerable autonomy and catering largely for the numerous expatriate children who reside along the line of rail. Despite opposition, government policy has recently come round to encouraging schools run by voluntary agencies on the grounds that the state on its own cannot satisfy the demand yet. Once again the demand for places in these schools is very high, particularly in the lower grades where there are long waiting lists.

2.1.2 Secondary

In the secondary school English is established as both subject and medium. Specialisation makes no difference; all streams follow the same English course.

Form	Grade	Periods	Hours per Week	Hours per Year
I-III	8-10	40 Minutes	5½	200
IV-V	11-12	40 Minutes	4½	160

Figure 3: English at Secondary Level

2.2 English Language and Literature

At present Zambian secondary schools still prepare for the Cambridge Overseas School Certificate (East Africa Paper). The language paper of this examination is compulsory; the literature paper is taken as an option. At present the English Curriculum Committee are discussing possible changes in both examinations. In the Language paper, it is felt that the option for section A, a long composition, should be

abolished in favour of section B which consists of one short composition and one long situational composition. In the Literature paper, students now have to deal with questions on 5 set books in one 2½ hour paper. In this case it is felt that the examination should take the form of 2 papers of 1½ and 2½ hours each, thus separating intensive and extensive questions.

2.3 Public Examinations

In the present system, students sit for Zambian public examinations at the end of Grade 7 and Form III, and for Cambridge Overseas Certificate at the end of Form V. Both of the latter are composite exams requiring passes in a group of subjects one of which is English. Since a pass in English is also required in the Grade 7 exam it would be true to say that success in English is essential to any advancement within the school system.

2.3.1 The Grade 7 Composite Examination

This examination is used for both certification and selection for secondary school. It is set in Zambia and computer-marked. It consists of general subjects (e.g. English, mathematics) and two special intelligence papers of verbal and non-verbal reasoning which are not considered for certification but are included with other subjects for selection purposes. Repeating this examination is possible, with availability of places and age as factors likely to be taken into account. Because of the limited number of places in secondary schools, there is inevitably much pressure on students and schools by parents, and widespread complaints about failure. The reform proposals recommend that this examination should continue to be held until the basic 9 years' course of universal education has been introduced.

2.3.2 The Form II (Grade 9) Examination

Under the new system, this would be the terminal examination, marking the end of the basic school course. It is not at present a public examination.

2.3.3 The Form III (Grade 10) Examination

This is the Junior Secondary School Leaving Examination (JSSLE). In English, there is at present a 72% success rate. The JSSLE, like the Grade 7 exam, is set by the Zambia Examination Council, which will also be responsible for the School Certificate (Form V) after it is localised in 1980. The JSSLE is used now both as a terminal examination and for selection to Forms IV and V with roughly 50% gaining places in the upper secondary school. As with the Grade 7 examination, there is great competition, though with a higher chance of getting places. The JSSLE is the minimum qualification for entry to government training schemes, such as teacher training or secretarial courses.

2.3.4 Form V (Grade 12) School Certificate Examination

These examinations are currently set and marked by the University of Cambridge Local Examination Syndicate. Pass rates in English are very good, often up to 85%. A pass in English is needed to

get a full School Leaving Certificate which is the normal entry qualification for the University of Zambia and for some other tertiary institutions. Shortage of places however means that only about 20% of the secondary population can in fact go on to tertiary education.

When in 1976 the Ministry decided to take over this examination they initiated an examinations training programme conducted by the Cambridge Syndicate and funded by the Ministry of Overseas Development. (The British Council has also been involved in this programme). By 1980 a cadre of Zambian markers and administrators will have been trained to handle the examination which will continue to be set and validated by Cambridge until Zambians have been trained to set the exam papers as well, probably in the mid-80's. One source of concern is that the training programme may not have taken account of the wastage of trained personnel as they get promoted or transferred to other duties. The localisation target, however, is still set for 1980.

2.4 Syllabuses and Textbooks

2.4.1 New Perspectives

It is very important to begin this section by noting again the weight placed on mathematics, science, and technology in the reform proposals. Emphasis is also given to productive work (e.g. horticulture, carpentry, etc.) within the curriculum. This indicates quite clearly a shift in perspective of which note will have to be taken when designing English curricula in future. The reform document proposes that work should start on new curricula and syllabuses in 1980 and will probably extend over a five-year period, but adds that the syllabuses now in use will be retained until the overhaul has been completed. Strategic points for the introduction of new curricula are listed as being Grades 1, 5, 8, and 10.

2.4.2 English Syllabuses

Since the previous ELT profile was written in April 1973 very little innovation took place at the Curriculum Development Centre until 1976. There was more interest in consolidation than innovation, and the syllabus appeared to work well enough. After the major achievement of writing the Primary English Course little more was done at that level apart from producing supplementary readers for Grade 4 and above, and readers for Grades 1-4. However, there is strong feeling that teachers' handbooks need to be prepared for the English Medium Primary Course in all subjects partly because many of the materials required are not readily available. Primary Schools have to use the Course textbooks, produced by CDC, published by the parastatal National Education Publishing Company of Zambia (NECZAM), and distributed by the parastatal National Education Distribution Company of Zambia (NEDCOZ). Supplies of materials for primary level are at present a serious problem. Even if printing and distribution were fully adequate, many schools simply do not have money to pay for the books.

Secondary schools use the English Interim Syllabus. Since 1976 a full revision of this secondary syllabus has been in hand, and the English Curriculum Committee of the CDC has begun to prepare handbooks, commencing at Junior Secondary level. These handbooks

are somewhat inflexible and structured, largely in order to provide a fixed teaching route for teachers of mixed abilities, experience and fluency. To date a handbook for Composition and for Structure has been produced and printed (1978). Further handbooks to cover the Reading, Oral Practice, and Vocabulary will follow. Books for secondary schools are chosen from an approved list issued and from time to time revised by the Inspectorate in collaboration with CDA (see Appendix).

2.4.3 The Curriculum Council and the English Curriculum Committee

Proposals for the establishment of a Curriculum Council were put forward to the Minister at the end of April 1973. This Council was envisaged as a high-level committee with representatives from all institutions in Zambia with an interest in education. It was intended to have considerable advisory powers in all matters concerning the Curriculum. After its inception it met from time to time, but has not now done so since 1975 in anticipation of the Educational Reform proposals. It is possible that the Curriculum Council will be merged with the Examinations Council shortly. This joint Council, for which the name has not yet been decided (since the Examination Council is a statutory body and can only be changed by Act of Parliament), will have new committees under it to deal with the implementation of the reforms, particularly in such areas as primary education and teacher training.

As things stand at present the Curriculum Council supervises a number of subject sub-committees which deal with all work related to their subjects. Committees exist for maths, English, Zambian languages, and social studies (embracing history and geography) and are known as Curriculum Committees.

The English Curriculum Committee, consisting of staff from the Inspectorate, the Curriculum Development Centre, the University and other key English teaching personnel, is currently concerned with the following matters:

> Composition, structure, reading,
> oral work, vocabulary, summary.

The first two (copies enclosed) have now been prepared and printed.

2.5 The Inspectorate

There is a Central Inspectorate based in Lusaka and separate Regional Inspectorates at each of nine Regional Education Offices.

Lusaka	Lusaka Region
Livingstone	Southern Region
Kabwe	Central Region
Ndola	Copperbelt Region
Mongu	Western Region
Solwezi	North Western Region
Mansa	Luapula Region
Kasama	Northern Region
Chipata	Eastern Region

Figure 4: Regional Inspectorates

(Administrative divisions of Zambia are called 'Provinces'; educational divisions are called 'Regions'. The boundaries coincide exactly.)

In each of these centres there is a Regional Education Headquarters under a Regional Education Officer. There is also a Regional Inspector of Schools whose team includes a number of Senior Primary Inspectors, and in some cases one Inspector with overall responsibility for Secondary work. There may also be a number of Primary Inspectors, some of whom may be outposted to district centres if the size of the Region requires this.

The Central Inspectorate has special subject Inspectors for all subjects, Primary and Secondary, and a number of Senior Inspectors whose responsibilities cross subject frontiers. For a number of subjects, such as maths, English and science, there are now two Inspectors in the Central Office.

Currently, there is an expatriate Inspector of English (OSAS) who has worked on his own for most of 1978, but the second post has now been filled by a Zambian.

2.6 English For Specific Purposes

2.6.1 Technical Education

In 1972 the Commission for Technical Education and Vocational Training which had been set up in 1969 to expand technical education and trades training was converted to a Department (DTEVT). The main institutions* administered by this Department at tertiary level are:

Zambia Institute of Technology (ZIT)	Kitwe
Northern Technical College (NORTEC)	Ndola
Technical and Vocational Teachers College (TVTC)	Luanshya
Zambia Air Services Training Institute (ZASTI)	Lusaka
Evelyn Hone College of Applied Arts and Commerce	Lusaka
Trades Training Institute (TTI's)	Choma, Kabwe, Livingstone, Luanshya, Lukashya, Lusaka Mansa
Nkumbi International College	Mkushi

Figure 5: Main DTEVT Institutions

For crafts and trades training programmes at present the minimum entry requirement is Form III. For technicians and technologists the entry requirement is Form V. The DTEVT institutions are organised on a national basis, and admit students from all over the country.

*The United Nations Institute for Namibia, though essentially autonomous, has an affiliation with DTEVT.

2.6.2 Students Intakes and Ages

Student ages range from 18 years and above. In the main tertiary level institutions a range of up to 700 students are registered, and the total full-time enrolment figure is about 6,000. Three more trades training institutes are planned, (for Chipata, Kasama and Mongu) which would allow a further 900 full-time students to enrol, but this of course depends on the implementation of a Third National Development Plan, due to be issued in late 1978 but still not published. Approximately 10% of students fail to reach final exam level throughout the various institutions.

2.6.3 English Courses and Levels

English is taught in the main DTEVT institutions as communication skills, naturally with a strong bias towards English for Specific Purposes (ESP). Basic aims are to enable students to communicate effectively at the institutions, on the job, and in their daily lives. Student levels of English range from very good to very poor, largely dependent upon availability of staff and materials. There is a general syllabus issued by DTEVT, but each institution at present sets its own final examinations. Students who fail may resit the following year.

Hours per year	Hours per week	Periods
120-200	3-4	45/60 Mins

Figure 6: DTEVT Institutions - Hours of English Instruction

Most programmes have a standard 3 hours per week over a 40 week year, but certain commercial courses do up to 6 hours a week. These hours may, however, often be reduced due to lack of staff. One text book is available, Technical English for Zambian Students, but other up-to-date ESP books are very scarce. Ordering from overseas takes up to a year even when funds are available. Present sources of supply include ODM and British Council book presentations and the Canadian International Development Agency (CIDA).

2.6.4 Audio Visual Aids

All the main DTEVT institutions have language laboratories, some with recording studios as well (Kitwe, Luanshya) but there is serious lack of course material and tapes.

2.6.5 Teacher Training For Communicative Skills (CS)

At present Nkrumah Teacher Training College and UNZA are the only places where English language teachers for DTEVT institutions are trained. (DTEVT) also trains secondary level teachers of music and art on a 2 year course at Evelyn Hone College). At least 30 more communication skills teachers are needed now and probably 5-6 more per year thereafter. However, there is as yet no comprehensive teacher training syllabus in this field and present work largely depends on expatriate staff, mostly British OSAS officers.

2.6.6 Comment

Under the new reform proposals, Zambia will continue to emphasise full-time pre-employment training in technical and trades training institutes to implement both an agrarian and a technological revolution. While most of the DTEVT institutions mentioned above have excellent aid-provided hardware, they are seriously lacking in specific ESP syllabuses, in adequate and up-to-date software (e.g. tape courses, ESP reference and textual material), and in staff qualified to teach ESP at tertiary level. Outside assistance will be needed to develop curricula for the DTEVT institutions, to produce teaching materials and to develop training courses for the teachers who will use them.

2.6.7 National Institute of Public Administration

There is a National Institute of Public Administration (NIPA) which comes directly under the Personnel Department of the Prime Minister's Office, and is concerned with high-level training of civil servants, magistrates, etc. NIPA has an English Department and a language laboratory, but again is critically short of staff and teaching materials. It has at present 3 English teachers and handles 1500 students annually.

2.7 English in Adult Education

The Ministry of Education also includes an Adult Education Department based in Lusaka, and a Correspondence Course Unit in Luanshya on the Copperbelt. Over 400 evening-class centres are run by the Adult Education Department, and are attended by 36,000 students and staffed by serving school teachers on a paid part-time basis. Classes are provided at primary, junior secondary and G.C.E. levels.

	Primary	Jun. Sec.	GCE	Others+	Total
1970	23617	10740	1806	980	37143
1978	11564	14672	2193	1229	29658*

*In addition over 7000 students many of them following the normal junior secondary school syllabus are enrolled in Supervised Study Groups run in conjunction with the National Correspondence College.
+"Others" includes commercial subjects and domestic science.

Figure 7: Adult Education Enrolment

English is studied by all students; for the most part the course is based on the corresponding level of the day-school course and little has been done to adapt it to the needs of adult learners. This is a particular problem at the beginners level where some fluency in English is needed before the student can embark on primary classwork.

Plans are now being made to transfer beginners' classes to the literacy programme but the lack of suitable teaching materials in English will continue to be a problem.

No firm figures are available to show the success rate in English in the public exams taken by adult learners. A ministry official suggested it was in the region of 20%.

A new development is to introduce a special programme in English outside the normal adult education primary courses. This course will be aimed at those requiring competence in English for public service e.g. standing for political office.

The National Correspondence College has about 30,000 students on its roll but there are no records of how many of them are active. Courses are provided at junior secondary and GCE levels with English serving both as a subject of study and as the medium of instruction. To maintain standards a high degree of competence in English is essential for those involved in compiling NCC materials (e.g. course development officers, editors) and only those who have majored in English are accepted for such posts.

3. THE TEACHING CADRE

3.1 Primary

Expatriate involvement in primary school teaching except in aided schools is negligible. In 1977 the total number of primary teachers in Zambia was 20,000 of whom approximately 17,000 are fully trained. In primary education the English teacher is also a class teacher who has had 2 years' training experience in a primary teacher training college. Currently about 2,400 primary teachers are under training. The supply of primary teachers cannot keep pace with the demand because of the expansion of school places, hence the large proportion of untrained teachers (approx. 10%) in service. Following from this is the low standard of English fluency found in many primary schools, especially in rural areas, which makes thorough investigation of the working of the ZPC a priority.

English is taught as a subject for three hours weekly in Grades 1 and 2, two hours weekly in Grades 3 and 4, and six hours in Grades 5, 6, and 7.

3.2 Secondary

It is not possible to state precisely what proportion of the total secondary teaching staff is engaged wholly or partly in English language teaching at any one time. Before looking at this it is first worth noting the expansion of secondary school facilities over recent years. (See Figures 8, 9, and 10 below).

In 1977 Zambia was employing 779 qualified teachers of English many of them expatriates; and at least 86 unqualified teachers, mainly teachers' wives and teachers of other subjects. Of the British expatriate teachers in Zambia most of them are engaged through the Overseas Service Aid Scheme (OSAS) which has been gradually reducing in size in recent years (1526 in 1974; 955 in 1978) partly as agreed OLM - Zambian policy and partly because recruitment in U.K. has been adversely affected by Zambia's poor press and by inadequate advertising.

Several voluntary service organisations send volunteers to Zambia but only a small percentage are in secondary schools, and few are in English teaching. Approximate overall figures are 38 British (VSO), 40 German (GVS), 45 Dutch (ONV), 84 Danish (DUS), 35 Japanese (JCOV) 6 Norwegian (NORAD), 2 Canadian (CUSO) and 4 French (FV). Of the 38 British volunteers 18 were teaching in secondary schools, 13 dealing with agricultural science and the others with domestic science. There have been no English-teaching VSOs since 1977.

The secondary system now requires a minimum of 150 English teachers per year to maintain the present pupil-teacher ratio. Throughout the country there is a serious problem of teacher shortage. The reason for this can be found in the decline of the status of the teacher (especially in the eyes of Zambia secondary school leavers looking for jobs) coupled with poor working environment, poor conditions of service and a poor postings policy. The output of trained teachers is inadequate, and gradual attrition of able teachers already in the service makes the situation worse.

	Primary	Secondary	DTEVT	UNZA
1971	729,801	56,030	3,656	1,566
1975	872,392	73,049	5,215	2,354
% increase	20%	30%	43%	50%

Figure 8: Student Enrolment

	Government	Aided	Unaided	Total
1972	70	30	10	110
1979	80	33	12	125

Figure 9: Numbers of Zambian Secondary Schools

	Zambian	Expatriate	Total
1970	292	2035	2327
1977	1518	2021	3539*

*over 50% are graduates

Figure 10: Numbers of Secondary Teachers

4. TEACHER TRAINING

There are 10 pre-service primary teacher training colleges (see 4.4 below). Additionally in-service training is provided at the National In-service College (NISTCOL) at Chalimbana and at a special college for teachers of handicapped children. The University of Zambia also from time to time organises in-service primary training programmes though most of the work of the School of Education is at secondary level. Two secondary school teacher training colleges offer diploma courses (Nkrumah College Kabwe; Copperbelt Teachers' College Kitwe). Overall outputs for 1977 were:

Source	Output
Primary TTC's	1143
Secondary TTC's	440
University of Zambia	135

Figure 11: Output of Trained Teachers in 1977

4.1 Pre-Service Primary Teachers' Colleges

The 10 Colleges are:

Kitwe PTTC	Copperbelt Region
Mufulira PTTC	Copperbelt Region
*David Livingstone PTTC	Southern Region
*St Charles Lwanga PTTC	Southern Region (Monze)

Kasama PTTC	Northern Region
Chipata PTTC	Eastern Region
*Malcolm Moffatt PTTC	Central Region (Serenje)
*Mongu PTTC	Western Region
Mansa PTTC	Luapula Region
Solwezi PTTC	North Western Region

*Partly funded by missionary societies

Figure 12: Primary Teacher Training Colleges

All teacher training colleges, primary and secondary, receive Government funds. There is high pressure for admission to colleges at both levels, and although minimum requirement for primary TTCs is Form III many of those now being admitted have attended Form IV or even Form V.

4.2 Copperbelt Teachers' Training College, Kitwe

This college recruits secondary school leavers at Form V level and offers a diploma course of 2 years leading to junior secondary teaching. The only courses offered are in science, maths and home economics and students are allowed to take one of these subjects only. There is no training for the teaching of English, but one lecturer (Zambian) runs a course in communication skills in English. A language laboratory is used in this. At present the College can accommodate approximately 300 students all of them preparing for Junior Secondary teaching (Forms I-III).

4.3 Nkrumah Teachers' Training College,-Kabwe

This college also recruits secondary school leavers with 5 'O' levels for a two-year course supplying teachers of all subjects for Junior Secondary departments and also some for DTEVT institutions. The English Department has a staff of six, mostly expatriates. The course is now being revised. At present the department works on a team system, with all the lecturers working from the same lecture notes. Urgent help is needed here, with syllabus design and materials production a priority. This college has an operational language laboratory but like others is without adequate materials to use in it.

4.4 University of Zambia: Teachers for Senior Secondary Level

This is a 4-year BA or BSc with Education course, administered by the School of Education. Currently the University is discussing whether to replace these with a BEd degree which will be more fully orientated towards teacher training and which will be taken both by direct entrants from the school and by qualified teachers of at least 2 years' experience. It is by no means clear at present that this will be implemented. Since October 1977 the School of Education has been a School of direct entry which has gone some way towards alleviating the problem, previously experienced, of students entering the School of Education only because they failed to gain admission to some other course of their choice and who subsequently left the teaching profession.

The University is the only institution offering a graduate teachers' course. Students may also complete a degree on a part-time basis through the University Centre for Continuing Education. All teachers at senior secondary level (Forms IV and V) are supposed to have a degree but in practice this requirement is often relaxed.

4.5 The National In-Service Training College, Chalimbana

Chalimbana is about 39 miles outside Lusaka. It has a special place in Zambian education history and sentiment as the first-ever teacher training centre in Northern Rhodesia. When the ZPC programme was embarked upon it was realized that there was going to be a great need for in-service teacher training and Chalimbana was chosen as the site for this operation. Large sums of World Bank money have been allocated for its development, for the provision of new classrooms, student hostels, a language laboratory and an audio-visual aids room, but owing to building delays, aggravated by the closing of the Zambia/Rhodesia border, the full effects of this programme were slow to be felt, and it is fairly recently that the college has achieved its target of accommodating 300 students at any one time.

NISTCOL offers a number of courses the main ones being:

(i) a 3-month re-orientation course for serving teachers with an emphasis on methodology. This accounts for the largest body of trainees.

(ii) a 1-year upgrading course for untrained or partially trained serving teachers.

(iii) a 3-month course in school administration for headmasters and senior teachers.

A programme of shorter courses in particular subject areas including English was launched some time ago but it has been impeded by lack of funds.

Very little has been done lately in the field of secondary in-service training. Various schemes have come to nothing owing to shortage of funds for travel and subsistence.

When funds permit the Regional Inspectors hold short in-service courses for their areas just before the beginning of the school year in January, but these courses are too brief to make much of an impact.

5. PROFESSIONAL ENGLISH ORGANIZATIONS

There is a flourishing and active English Teachers Association of Zambia (ETAZ), started in 1976, which draws its members from the whole range of English teaching, primary to University. Membership in December 1977 was over 100 and is increasing. The executive committee for 1978/9 consists of members from DTEVT, the Ministry, the University, the United Nations Institute for Namibia (who is a KELT Officer), the Curriculum Development Centre, and from the secondary school system. There are now 5 regional organisations and ETAZ arranges meetings in different regions e.g. Kasama, Kabwe, Chingola and Chipata over the past 12 months as well as in Lusaka. It publishes the English Teachers Journal twice a year and recently received a donation of £1200 from the Hornby Trust to defray production expenses. One of the major ETAZ objectives is to encourage ELT activity and discussion beyond the capital though inevitably most of its programmes are Lusaka-based.

The potential of such an organisation is still to be fully utilized. For one thing, it can provide a vehicle for change by disseminating new ideas about the English curriculum, about English textbooks and materials, about

examinations. For another, by drawing in the resources of the British Council it can make known current research, new publications or media from the frontiers of ESP, syllabus design, media resources and other developments in ELT. With proper links it can reflect academic and professional work going on locally at the University and at other institutions, work which far too often is reserved for tertiary level discussion without reaching the practising classroom teacher. A healthy professional organization such as ETAZ has an important role to play in a time of educational changes, in stimulating and steering those changes, and even more significantly in ensuring that they serve the interests of the English teachers who must implement the changes.

5. TEACHING MATERIALS

The Educational Reform proposals recommend that more of the books, teaching aids, programmes and equipment used in Zambia should be produced locally, and that every encouragement should be given to this. They also point out that the expansion of educational opportunities envisaged will require substantial increase in the amount of these educational materials. While the present shortage of money inevitably means that little progress can be made here just yet it also means that Zambia must turn to foreign assistance - such as that provided by the KELT scheme for instance - if the new materials and texts envisaged by the reforms are to get off the ground.

6.1. Primary

The English component of the Zambia Primary Course (ZPC) consists of 350 course books and aids produced between 1971-5. These books are prescribed throughout the system. However for reasons mentioned previously many urban and outlying schools are not fully equipped with ZPC books. The most radical need at this level is undoubtedly for a full evaluation of the ZPC. Up till now the only work of this sort has been an inquiry conducted by the Curriculum Development Centre into the cultural content of the reading materials, an inquiry which showed that Western values and ideas were dominant and recommended a stronger Zambian bias. What is needed now is an assessment of how effectively the ZPC works in schools; and secondly a comprehensive yet simple teacher's handbook for it. Further areas for research and guidance are the use of aids, and the greater integration of subject materials at this level.

6.2 Secondary

Heads of English choose books for their schools from a list given in the English Language Interim Syllabus, augmented from time to time by additional titles introduced by the inspectorate (see Appendix I) Supplies from overseas are scarce, however, and even locally produced books often go out of stock or are slow to arrive in the schools. Over the last few years more and more African-based books have appeared in set book lists, a trend which is certain to continue after localisation of the final examination in 1980. Unfortunately this has not brought any improvement in supplies. Everything depends on funds, and at the moment, ironically so soon after the publication of the reforms, the Ministry of Education is desperately short of finance, with little or no immediate prospects of an improvement. Because of this teachers are now being forced, perhaps for their good to produce their own materials.

6.3 Teacher Training

There are no prescribed texts, and most materials are selected or produced by the lecturers. The situation both in primary and secondary

colleges is serious since neither staff nor resources are available to allow a systematic programme of syllabus design and materials production. The Ministry is eager to undertake such a programme when staff become available.

6.4 Audio-Visual Aids

The reform proposals give prominence to the establishment of media resource centres based on teacher training colleges but serving teachers throughout a region. David Livingstone College has already built its resource centre providing a wide range of facilities for producing and using A-V aids for all subjects including English. It is hoped that this will serve as the model when other colleges come to set up their centres but in the present financial climate developments here will be slow.

At present 15 tertiary institutions possess language laboratories (see Appendix 2). For the most part they have to depend on commercially produced tapes (e.g. English 901 at NIPA, the University; English Fast at CDC, NISTCOL; English Language Units at Luanshya) though a number of teachers are trying to produce their own Zambia-orientated materials (as a former ACE did at NISTCOL some years ago). There is a marked need for expanding local production of tapes and relating them to the needs of Zambian students. Secondly exchange of information about materials already available has been minimal and the English Teachers' Association is now seeking to remedy this.

The British Council holds the series Teaching Observed and these together with other films, tapes, and records are available from the library. It is intended to establish a small ELT Resources Centre in the Council concentrating initially on ESP and language activity materials. ETAZ will help publicise the opening of the centre, and encourage the use of its facilities.

6.5 The Mass Media

Educational television relies for English teaching on package programmes from overseas such as the old series Walter and Connie. There is no money to invest in the new materials, and production of programmes has been hampered by faulty equipment and shortage of trained staff. Despite this a TV series has been scripted and filmed in Lusaka to accompany English teaching at Grade 4 in the primary school and is at present in London for final editing and processing. The series comprises 16 units, with printed preparatory and follow-up materials (see Appendix 3).

While TV only reaches the line of rail (Chililabombwe to Livingstone) schools in all parts of the country are equipped theoretically at least to receive radio programmes. It is common knowledge that many of the radios and tape-recorders are unusable and in the absence of spare parts (and maintenance skills) they are unlikely to become operational again. Nor is money available for new ones. Moreover it requires sound preparation and organisation to use radio effectively in the classroom and not all Zambian teachers are well trained to do this. Set against these limitations however is the immensity of the educational task facing Zambia and its commitment to providing vastly expanded educational facilities in the coming years. It cannot afford not to exploit educational radio to this end.

It was calculated that in 1977 the distribution of 'air time' across the eight official languages remained roughly the same as in 1971.

English 38%, Bemba and Nyanja 13%, Lozi and Tonga 10%, Kaonde, Lunda and Luvale 5%

In the printed media the two daily newspapers (Zambia Daily Mail and Times of Zambia), the secondary papers (Weekender, Sunday Times) and the only school magazine (Orbit) are written exclusively in English. Fortnightly newspapers are printed by Zambia Information Services in eight of the Zambian languages, but have a much smaller and more local circulation than the dailies.

6.6 The Curriculum Development Centre

Curriculum work in the educational system is now centred in a new Educational Services Centre funded by World Bank and opened in March, 1978 in Lusaka. It contains curriculum development departments for all subject areas, and also houses some components of the national educational system (such as DTEVT). Limited staff resources mean that work in the English section has to be concentrated almost entirely on the production of the CSSLF handbooks referred to in 2.4.3.

7. THE UNIVERSITY OF ZAMBIA (UNZA)

English is not compulsory in any of the UNZA Schools or Departments, but is the medium of instruction throughout. All English courses in the University are under the umbrella of the Department of Languages and Literature which is part of the School of Education. This School, which now has an annual intake of approximately 310 students, offers degree courses in English. The main focus of the programme is to train in basic language skills. Students taking English degrees, like other students in the School of Education, are expected to become upper secondary school teachers - the output was 135 in 1977 - but in practice many do not. Pass rates are high - about 85-90% - and there is little student wastage.

Year 1	Year 2	Year 3	Year 4
400	100	100	40

Figure 13: UNZA 1978 Student Figures in EL Programme

There is a working language laboratory, but there are considerable delays in receiving books and tapes ordered from U.K. There are at present several BESS staff in the Department of Languages and Literature one of whom deals with ELT methodology. The School of Education incidentally is currently (Feb 1979) advertising for specialist posts in teaching English syntax, sociolinguistics (with TEFL qualifications), English language (basically descriptive), English semantics and stylistics. Successful candidates for these posts will also have to participate in a 1st year reading and composition course.

A shifting emphasis in UNZA, though slow to take place, is towards applied linguistics and methodology away from description of English and literature.

8. BRITISH AND OTHER SUPPORT FOR THE TEACHING OF ENGLISH

8.1 British Council Involvement

The British Council does no direct teaching in Zambia and its contribution to ELT has been in providing staff and support materials.

After the 3 ACE posts terminated (CDC 1973; NISTCOL 1974 and 1976) there was no Council involvement until the 2 KELT contract officers were posted to the United Nations Institute for Namibia in Lusaka (1977, 1978), which has about 250 Namibian students. Strictly speaking they are not inputs into the Zambian system at all, and their work is concerned with syllabus design and materials production for English as a foreign language. However, by virtue of their professional contact with other ELT people they do contribute to the stock of ELT expertise in the country.

Books and resource materials including films, both under the ODM's Book Presentation programme and from the Council funds, have been supplied to a number of institutions in support of their English teaching programme. An English testing service is provided by the British Council's Lusaka office.

8.2 OSAS and BESS

The main British contribution to education in Zambia comes from the 360 teachers recruited under the Overseas Service Aid Scheme (OSAS). No precise figure is available of the number who are currently teaching English; it is probably about 80-100 some of whom are qualified to teach the subject, others being called on to help out because they are mother tongue speakers.

British Expatriates Supplementation Scheme (BESS) supplies no ELT teachers though a BESS officer at the University contributes to the English methodology course.

A number of OSAS officers are now working in jobs which have a multiplier effect. There is an OSAS Inspector of English. An OSAS officer at CDC is responsible for the production of the JSSLE handbooks. OSAS officers are working in several teacher training colleges, primary and secondary, and in the National Correspondence College at Luanshya. OSAS staff also serve on the English Curriculum Committee, and are at the moment largely responsible for the advisory, development and administrative work in ELT now going on within the Ministry of Education. Although all of them have extensive experience in teaching English in Zambia, some feel the lack of advanced qualifications in ELT. It is hard to say whether they would return to Zambia if they had the opportunity to take them.

In the past few years (1973-8) a number of these OSAS Officers have also contributed to the ELT scene in Zambia by writing a variety of course books and readers which are indicated in the Appendix I by an asterisk.

8.3 Future British Assistance

Two factors have up till now prevented the KELT scheme from getting off the ground in Zambia. First of all until the education reforms were announced nobody could be sure of what the Ministry's policy for English would be. Secondly, the Government of Zambia have for several years

levied income tax on British Council officers' London salaries and would have done so on KELT staff as well. It was only in December 1978 that tax was officially waived thus opening the door for KELT recruitment here. Now that this is possible it is essential that we take account of the priorities expressed in Educational Reforms, and in the case of ELT these will involve curriculum development and the production of teaching materials in a number of areas.

8.3.1 Universal basic education requires that the ZPC including the English course is evaluated and revised, and new teaching materials produced. This will be a mammoth task and the Ministry have already indicated that they will need a good deal of outside assistance to join with the Zambians they are in process of assigning to this work. This promises to provide just the sort of key multiplier opportunity that the KELT scheme is for.

8.3.2 Throughout the reforms the need for technical education is stressed. From discussions at DTEVT in Lusaka and at technical institutions elsewhere it is evident that many people are concerned about standards of technical English. To remedy this a two-pronged attack has been suggested: to start with the present courses at technical colleges and at TTIs must be made more relevant to the needs of technical students; and secondly a special form of training must be introduced for those teachers who are to handle communication skills in the technical field. Both these developments will require specialist assistance of the sort that KELT is designed to provide.

8.3.3 No programme of education reforms can be effective unless there are well-trained teachers to implement them, and the Ministry of Education recognises this and has confirmed its intention to develop teacher education at both primary and secondary levels. Expansion targets of roughly 65% have been announced for primary training colleges; discussions are taking place within the Ministry and with international aid agencies to establish a third training college for junior secondary teachers; and the University plans to raise its output of senior secondary teachers by approximately 115. Although the time span for this expansion has not yet been specified, it will undoubtedly strain Zambia's staff resources and in the case of English departments the Ministry will want to ask for assistance from Britain. (They will also seek British assistance in maths and science - which when linked with books and media resources under ODM BPP and with a programme of education seminars could constitute a very significant teacher education "package").

8.3.4 Other priority areas as indicated by the reforms include adult education, resource centres, distance education and special education i.e. of the handicapped. It is expected that some forms of British assistance will be made available in each of these though whether it will include ELT is not possible to say at the time of writing. Earlier discussions with the Adult Education Department examined the possibility of mounting education seminars and later providing specialist ELT staff to help with the adult literacy programme, particularly the development of course materials for adult beginners of English. As the Department is undergoing an administrative re-shuffle they have suggested putting their requests for assistance on ice for the time being but it is highly

likely that these will be revived at a later date. A second area of possible involvement is the Educational Broadcasting Service whose prime interest lies in enlisting professional help in planning the ELT content of its schools' writing and more especially with producing supporting materials for teachers and pupils. Action on this proposal must await developments within EBS; it will be kept under review.

Private Educational Institutions

There are no private schools of English in Zambia and no private educational institutions which offer English as a Foreign Language. Private correspondence colleges run English courses for the Grade 7, Form 3 and 'O' level examinations only and teaching is by written lectures. Private secretarial colleges offer English only as part of their commercial courses along with typing and office practice.

8.5 ELT by Other Countries

None of the foreign agencies in Zambia is much involved in the ELT field. The United States International Communication Agency distributes free copies of Forum to secondary schools, arranges book exhibitions, and runs a film library which has an ELT section. It also provides some postgraduate training. Australia which formerly provided staff for the English Medium Centre (forerunner of the CDC) now restricts its activities to providing training awards. Teachers of English have been recruited from India and the Philippines but it would seem that most of them come here on personal contracts not under official schemes. Among the volunteer organisations (see para. 3.2) some have from time to time supplied teachers of English but the numbers have been small.

If this Profile is more than a year old further up-to-date information may be found in ETIC Archives.

Appendix 1: Prescribed English Texts for Secondary Schools

English Textbooks: Prescribed Texts, November 1977

PART I

The following books are recommended as they conform to the requirements of the syllabus. All schools must use these and should have at least one set for two classes. No sets other than these may be purchased without the consent of the Inspector of English.

A. STRUCTURE

*FORMS I-III	English Through Situations (Ellis and Tomlinson) Longman, Books 1. K2.89 2. K3.03 3. K3.16
FORMS III-V	Revision English (Forrest) Longman K2.50

B. COMPOSITION

FORMS I-II	Junior English Writing (McCree and Singh) Longman K1.18
*FORMS III	A Situational Composition and Summary Course for Form III (Tomlinson) NECZAM K1.64
FORMS IV-V	Nothing. See Part II for useful books.

C. COMPREHENSION

*FORMS I-II	Either Fact and Fiction (Ellis) Heinemann (with Teacher's Book) K1.60 or A Junior African Reader (Forrest) Longman (with Teacher's Book).
*FORMS II-IV	Progress in Comprehension (Armstrong and Taylor) Heinemann (with Teacher's Book) K1.16
FORMS IV-V	Comprehension for School Certificate (Munby, Thomas and Cooper) Longman K1.58

D. SUMMARY

FORMS I-II	Either Fact or Fiction (See C. above) or A Junior African Reader (see C. above)
FORMS III	A Situational Composition and Summary Course for Form III (see B. above)
FORMS IV-V	Nothing - see Part II for useful books

E. ORAL

Nothing - See Part II for useful books

F. EASTER READING

Nothing - See Part II for useful books

D. EXAMINATION PRACTICE

N.B. These books must only be used for the preparation of examination classes and should not be started before the second term of the examination year.

FORM III — Practice Exercises in English for Junior Examinations (Armstrong and Taylor) Heinemann (with Teacher's book) K1.85

FORMS V — English Language for the East African Certificate (Lillis) U.L.P.

H. COURSE BOOKS

Nothing - All are deficient in certain aspects.

I. READERS

Heads of Department should aim to have the following numbers of class readers and class library books: In the absence of a list of suitable titles, great care must be exercised in selecting titles.

Class Readers:

Form I	10 sets
Form II	10 sets
Form III	8 sets
Form IV	6 sets
Form V	6 sets

Class Libraries:-

Each class should have a selection of 70 titles.

J. DICTIONARIES

FORM I — An International Reader's Dictionary (West)
Longman K2.37
E.L.B.S. KO.61

FORMS II-V — An English Reader's Dictionary (Hornby and Parwell) Oxford. K3.04

N.B. — Schools should aim to have one dictionary per pupil but this should not be at the expense of readers or other vital books.

FORMS I-V — Advanced Learner's Dictionary of Current English (Hornby) Oxford. K7.90

One per class is recommended for reference.

N.B. — All the above dictionaries are available in the English Language Book Society cheap edition. However the soft covers will not last as long as the hard covered editions and require extra care.

SUPPLEMENTARY TEXTS

PART II

The following books contain useful material but should not be used as course books or exclusively. They must be used in conjunction with other books. One set of each, from which teachers may select material, should be available in each school. No more than six copies of any title may be bought unless the order has first been approved by the Inspector of English.

A. STRUCTURE

FORMS I-III Living English Structure for Schools (Stannard Allan) Longman K1.85

FORMS I-II An Elementary Refresher Course (L.A. Hill) Oxford K3.89 Oxford K1.20

FORMS II-III An Intermediate Refressher Course (L.A. Hill) Oxford K1.20

B. COMPOSITION

FORMS I-II 1. Composition Through Pictures (Heaton) Longman K1.69

2. Guided Paragraph Writing (Jupp, Milne) Heinemann .95n

FORMS I-III 1. Written English Under Control (Moody) Oxford K2.89

2. Guided Composition Exercises (Spencer) Longman K1.31

FORMS II-III 1. Guided Course in English Composition (Jupp, Milne) Heinemann 81n

2. Practical Letter Writing (Gordon) Heinemann 81n

FORMS III-IV Senior English Writing (Singh, McCree) Longman K2.89

FORMS IV-V 1. Exercises in Situational Composition (Wingfield) Longman K1.52

2. Situational and Creative Writing (Radford) Evans

C. COMPREHENSION

FORM I 1. Understand and Write (Hindmarsh) Cambridge (with Teacher's Handbook).

2. Learning Through Language (Ed. Isaacs) Tanzania Publishing House (with Teacher's Handbook) K2.28

3. Zambia Supplement to Learning Through Language (C.D.C.) Government Printer. Out of Print.

FORMS II-III Read and Think (Munby) Longman K1.71

FORMS IV-V English Composition and Summary (Noble) Longman K2.10

D. SUMMARY

FORMS I-III Written English Under Control (see B. above)

FORMS IV-V Summary and Composition (Russell) Heinemann 65n

E. ORAL

FORMS I-III 1. Living English Speech (Stannard Allan) Longman K2.50

2. Better Spoken English (Barnard) MacMillan

3. Steps to Fluency in Spoken English (Ball) Longman (with Teacher's Book)

4. Exercising Spoken English (Combe Martin) MacMillan

5. Learning Rhythm and Stress (Helliel and MacArthur) Collins.

FORMS I 1. Learning Through Language, Teacher's Book (See C. above) K3.41

2. Conversation Exercises in Every-day English (Jerrom, Szkutnik) Longman.

FORMS II-III Listening and Comprehending (Combe Martin) MacMillan

FORMS II-IV Talk English (Jupp, Milne, Plowright) Heinemann K1.30

N.B. It is unnecessary for a department to buy all the above titles. Here is an analysis of the contents of each book to assist heads of Department.

CONTENT	LES	BSE	SFSE	ESE	LRS	LTL	GEEE	L&C	TE
Pronunciation	-	x	-	x	-	-	-	-	-
Min Pairs	-	-	-	x	-	-	-	-	-
Syll. Stress	x	-	-	-	x	-	-	-	-
Stress	x	-	x	-	x	-	-	-	-
Intonation	x	-	-	-	-	-	-	-	-
Rhythm	x	x	x	-	x	-	-	-	-
Conversation	-	-	x	x	-	-	x	-	x
Comprehension	-	-	-	x	-	x	-	x	-

F. FASTER READING

FORMS I — Faster Reading (Williams) Evans K1.07

FORMS II — Read and Enjoy (Chapman Taylor and Ballard) Nelson K1.20

FORMS II-III — Faster Reading. A Drill Book (Fry) Cambridge (with Teacher's Book - Teaching Faster Reading: A Manual)

FORMS I-IV — S.R.A. Reading Laboratories.

G. EXAMINATION PRACTICE

These books must only be used for the preparation of examination classes and should not be used before the second term of the examination year.

FORM V

1. English Language Tests for School Certificate (Dawson) NECZAM.

2. English Language Practice for School Certificate (Singh) Longman 66n

N.B. In 2 above the summary questions are all conversation and rather elementary.

H. COURSE BOOKS

Most schools will have sets of these. Departments must not buy new sets but they should use existing stocks where useful, e.g. Foundation Secondary English for minimal pairs.

1. Modern Method English Books 1-4 (Maclean, Grieve, Allan, Pearson, Mohindra) Nelson. K1.43, K1.43, K1.71

2. Organised English, Books 1-3 (Moody) A.U.P. (with 3 teacher's Books) K1.60

3. Patterns and Skills in English, Books 1-4 (Bright) Longman (with 2 Teacher's Guides) 1 & 2: K2.10.

4. Foundation Secondary English, Books 1 and 2 (MacAdam) Longman K3.28

5. Practical English, Books 1-5 (Ogunjipe and Tregidgo) Longman (with Teacher's Handbooks) K3.16, K3.28, K3.28

6. Cambridge English Course for African Secondary Schools, stages 1-3 (Hindmarsh) Cambridge. 60n each for all books

N.B. NO NEW COURSE BOOKS MAY BE PURCHASED

/LBC.

Appendix 2: Language Laboratories in Zambia

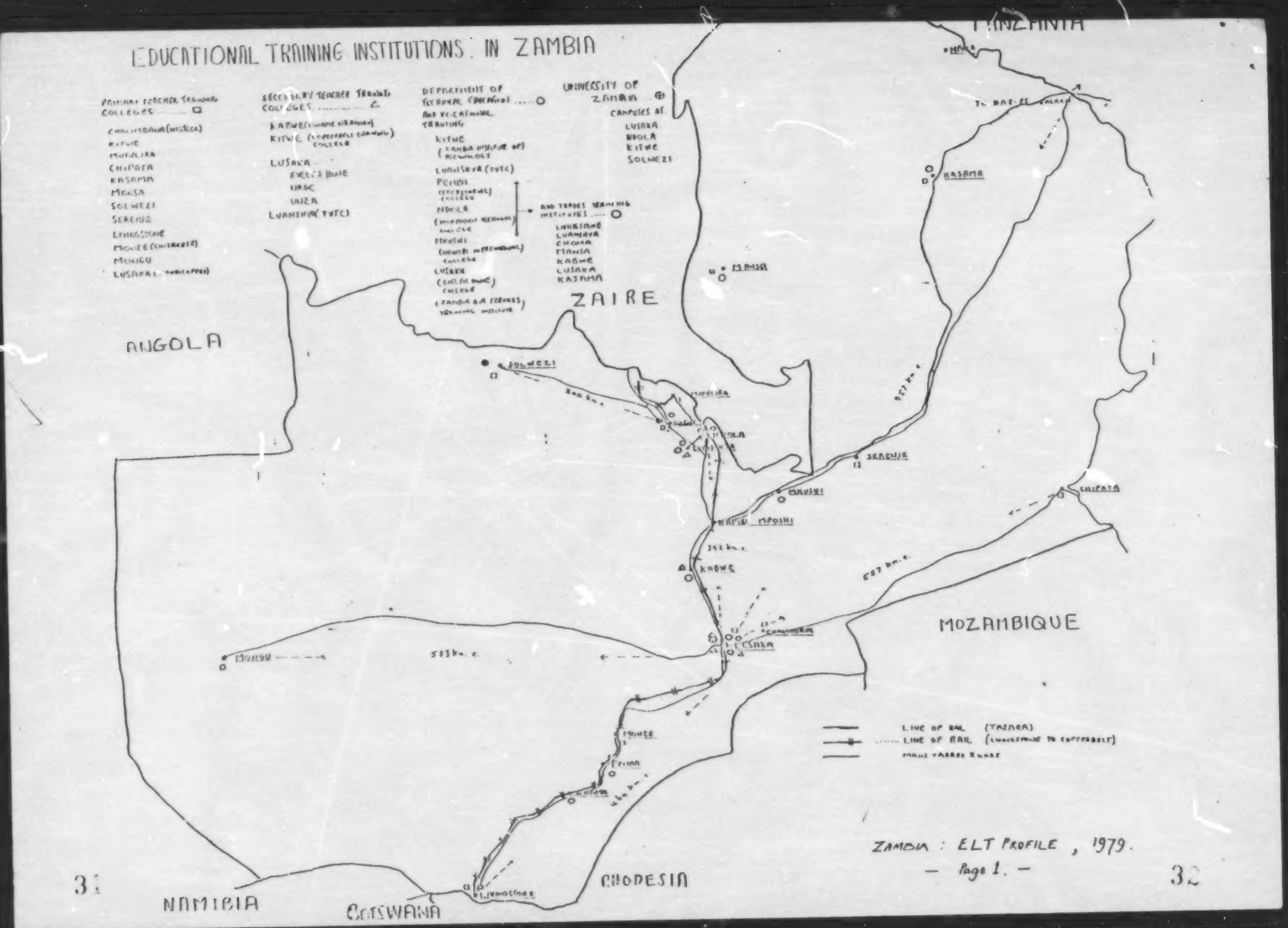
TOWN	INSTITUTION	MANUFACTURER
Kitwe	Zambia Institute of Technology	Tandberg
Kitwe	Copperbelt Teacher Training College	
Ndola	Northern Technical College	
Luanshya	Technical & Vocational TTC	Tandberg
Mkushi	Nkumbi International College	
Kabwe	Nkrumah TTC	
Lusaka	University of Zambia	
	Evelyn Hone College	
	CAAC	
	National Institute of Public Administration	
	United Nations Institute for Namibia	Tandberg
Chalimbana	National In-Service Training College	
Livingstone	David Livingstone TTC	

Appendix 3: List of EBS film titles (Grade 4 English)

1. Baking Pancakes
2. A Football Match - Zambia vs Uganda
3. A Day at the Hospital
4. Village Feast
5. Fishing in Mpulungu
6. Mending a Puncture
7. The Puppet Show
8. The Victoria Falls
9. A Visit to Munda Wanga Park
10. Luburma Market
11. Village Activities
12. School with Bwalya
13. International Airport
14. The Farm
15. At Home
16. The National Assembly

Appendix 4: Abbreviations used in the Profile

ACE	Aid to Commonwealth English
BPP	Books Presentation Programme
BESS	British Expatriates Supplementation Scheme
CDC	Curriculum Development Centre
CS	Communication Skil
DTEVT	Department of Technical Education and Vocational Training
ETAZ	English Teachers Association of Zambia
ESP	English for Specific Purposes
JSSLE	Junior Secondary Schools Leaving Examination
KELT	Key English Language Teaching Scheme
NCC	National Correspondence College
NECZAM	National Educational Publishing Company of Zambia
NEDCOZ	National Educational Distributing Company of Zambia
NIPA	National Institute of Public Administration
NISTCOL	National In-Service Training College
ODM	Ministry of Overseas Development
UNIN	United Nations Institute for Namibia
UNZA	University of Zambia
VSO	Voluntary Service Overseas
ZPC	Zambia Primary Course



ZAMBIA : ELT PROFILE , 1979.
— Page 1. —